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ABSTRACT

Developed jointly by Oregon's 17 community college presidents and the state Office of Community College Services, this strategic plan is designed to establish a common vision, define strategic directions, and identify implementation strategies for the coordinated delivery of distance learning (DL) services throughout Oregon's community colleges. Following an executive summary and prefatory material, an introduction describes the purpose and context of the plan, presents the problem statement guiding the plan's development, and reviews the mission and values of the state's community colleges and their vision for DL. The second section presents background information on DL, including discussions of its present status nationwide and trends in other states, while the third section focuses on DL in Oregon community colleges, including information on its present status in the state, modes and technologies used, degrees and curricula offered, and existing partnerships. The next section presents policy issues and considerations related to the establishment of the Host/Provider Framework, which outlines a funding/operational model for college participation in DL; DL resources, service, roles, and responsibilities; instructional considerations; student and instructional services considerations; and library services. The final section provides nine findings and nine recommendations for implementing DL. Contains 12 references. Appendixes provide a graphical representation of the host/provider framework, a glossary, a discussion of principles of good practice, host and provider implementation guidelines, and lists of advisory committee and support team members. (HAA)

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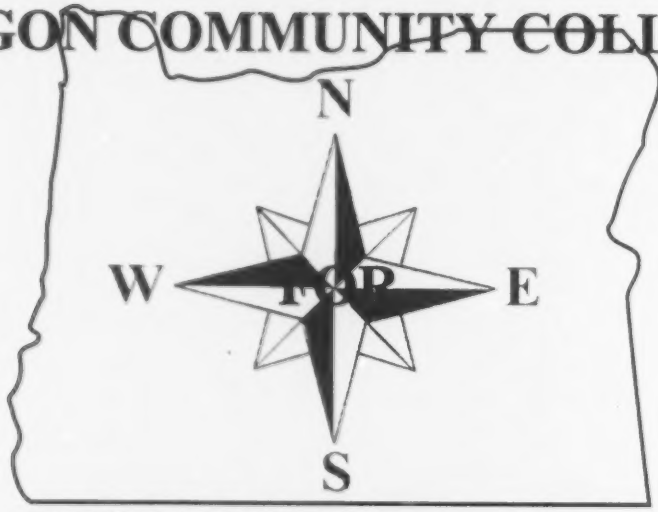
STRATEGIC PLAN

OF THE

OREGON COMMUNITY COLLEGES



DISTANCE LEARNING

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STRATEGIC PLAN

OF THE

OREGON COMMUNITY COLLEGES

FOR

DISTANCE LEARNING

June 1997

Ron Baker, Director of Distance Education
Oregon Community Colleges

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EXECUTIVE SUMMARY

The Strategic Plan of the Oregon Community Colleges for Distance Learning (SPOCCDL) is the result of a statewide coalition formed in August, 1996 by Oregon's seventeen community college presidents and the Commissioner of the Office of Community College Services. The purpose of this strategic plan is to establish a ***common vision***, define ***strategic directions***, and identify ***implementation strategies*** for ***the coordinated delivery of distance learning services*** throughout the network of Oregon community colleges.

To assist the Director of Distance Education for the Oregon community colleges with the development of the plan, an advisory committee composed of faculty, instructional and student services chief administrative officers, librarians, and distance learning specialists was formed. A project support team consisting of an educational technology consultant (who also served as the plan writer) and the Oregon Community College Distance Education Consortium (OCCDEC) information coordinator/Web specialist assisted with synthesizing and disseminating the plan.

The advisory committee developed the following "vision" statement to guide the development of the plan:

> To foster effective learning that surmounts time, place, and pace barriers by providing *comprehensive access, educational excellence, equity of opportunity, and responsiveness to educational needs* for all Oregonians through collaborative partnerships among Oregon's community colleges for the development of distance learning policies, implementation of cooperative distance learning procedures, and delivery of community college instructional programs and services that combine the best technology practices with the best teaching and learning practices.

The planning process was dynamic, open, and inclusive. Advisory committee members represented the perspectives of key stakeholder groups to assure their views were reflected in the deliberations. Stakeholder groups also received regular progress reports throughout the planning process. As they were developed, draft components were posted on the World Wide Web to report progress and seek feedback.

Content for key components of the plan was developed by advisory committee subgroups comprised of members with the greatest experience and expertise in the component areas. These members, in turn, consulted colleagues and statewide organizations in developing component area content. The resulting plan reflects broad statewide stakeholder involvement on a number of topics of special interest. It also reflects a synthesis of those topics into strategic directions and implementation strategies for distance learning in the Oregon community colleges.

The advisory committee consulted a number of state, regional, and national reference documents and resources during the planning process. Current and past Oregon community colleges distance learning efforts were reviewed. A number of conclusions emerged, all underscored by a common theme. Change is inevitable, especially in the area of distance learning in community colleges. This is true not only for individual technologies and methodologies at the college and

course levels, but also for the Oregon operational and organizational structures that support distance learning. Rather than pursuing narrow threads, the advisory committee developed a broad framework for future growth to which additional detail will be added as distance learning issues are addressed and implementation moves forward. This strategic plan is, and will continue to be, a "work in progress". The following conclusions are reported:

Conclusion 1

Finding: The Distance Learning Host/Provider Framework offers the potential of significant benefit for Oregonians. In moving forward broadly, in collaboration with the other community colleges, a number of issues remain only partially resolved. Upon full implementation, a number of issues are certain to surface. A trial period is necessary to gain experience and expertise with these issues and to permit time and opportunity to address and resolve them. The trial period will provide critical information toward the decision to make the Host/Provider Framework an ongoing effort of the Oregon community colleges.

A time frame coincident with a funding biennium is most appropriate for the trial. Given the possibility of external funding and the need to review initial revenue sharing assumptions, a review of the revenue sharing formula should be conducted midway through the two-year trial period. The formula should be adjusted, as necessary, for the duration of the trial period.

Recommendation: The Distance Learning Host/Provider Framework defined in this plan shall be implemented by the Oregon community colleges through the period ending June 30, 1999. A review of the funding formula shall be completed by June 30, 1998.

Conclusion 2

Finding: The success of Oregon community college distance learning depends to a large degree on the number of colleges participating as host colleges. The number and variety of learning opportunities increase as more colleges participate as provider colleges. Maximum benefit for all Oregonians is achieved when all colleges participate as both host colleges and provider colleges.

Recommendation: All Oregon community colleges shall be encouraged to become host colleges and as many colleges as possible shall be encouraged to become provider colleges.

Conclusion 3

Finding: Distribution of revenues generated by the Distance Learning Host/Provider Framework should be shared equitably by host colleges and provider colleges. That distribution should be based on efforts associated with identified responsibilities. Expectations of reasonable and fair treatment, along with the expectation (under current financial models) of recovering part of the actual costs, provides encouragement for colleges to participate in the Host/Provider Framework. A revenue-sharing, cost-sharing, invoicing model currently exists for the distribution of revenues within the Oregon community colleges. A distribution formula that distributes FTE revenues and tuition revenues on a shared basis is consistent with OCCURS.

FTE revenues and tuition revenues are not sufficient to fund curriculum development and faculty development necessary to support the Distance Learning Host/Provider Framework. Additional funding, such as identified state resources or fees charged to students, must be obtained to complement the operational funding model defined above.

Recommendation: FTE revenues and tuition revenues generated by the Distance Learning Host/Provider Framework shall be divided equally between host and provider colleges as determined by student enrollment. Common base FTE revenue and tuition revenue figures shall be used by all host and provider colleges. These common base numbers shall be determined annually by OCCS based on statewide average state-reimbursable FTE and average tuition figures (respectively). Based on 1996-1997 data, the statewide average tuition is computed to be $1,590 per FTE and the statewide average state-reimbursable revenue is computed to be $2,084 per FTE. These figures are updated by OCCS in December for the current academic year.

Conclusion 4

Finding: Through OCCDEC, the Oregon community colleges have a long and successful history of collaboration in monitoring distance learning activities and providing centralized support for all Oregon community colleges. Management support requirements of the Host/Provider Framework are consistent with OCCDEC's existing distance learning responsibilities and activities. Centralized management support in monitoring revenue distributions will be key for the success of the collaborative Distance Learning Host/Provider Framework. Current OCCDEC skills, experiences, and procedures will benefit future Oregon distance learning initiatives.

Recommendation: The merged OCCDEC/SPOCCDL distance learning oversight and monitoring body (see Recommendation 6) shall be charged with collection and monitoring of distance learning enrollment data based on existing OCCDEC practices. This merged body shall further be charged with providing management support for implementation of the Distance Learning Host/Provider Framework funding model.

Conclusion 5

Finding: Developing and delivering courses via distance learning format requires more than converting existing instructional materials to a distance delivery mode. Today most distance learning modalities are based on technologies, hence the costs of developing and delivering distance learning courses and programs are greater than costs for traditional means. Faculty development in the opportunities and mechanisms of distance learning course delivery is critical for effective learning. Current funding levels and allocation models are insufficient to foster innovation and development of distance learning opportunities for Oregonians. Additional funding is necessary to provide incentives that encourage provider colleges to develop courses and for host colleges to support distance learning courses.

Recommendation: The presidents of Oregon's community college shall seek on-going external funding to foster innovation in distance learning course development, delivery, and application.

Conclusion 6

Finding: OCCDEC and the SPOCCDL Advisory Committee are two bodies involved with distance learning in the Oregon community colleges. Both provide valuable functions. As the Distance Learning Host/Provider Framework is implemented, it is essential that a single focus for Oregon distance learning be established to provide a comprehensive oversight and support for associated activities. A unified body will be better able to address technical, organizational, logistical, and policy issues in a consistent comprehensive manner. A single body reduces the complexity of the committee structure overseeing distance learning in the Oregon community colleges and may provide some economy of scale. This body will also provide continuity for monitoring and assessment of state, national, and international distance learning developments and applications.

Recommendation: The SPOCCDL and OCCDEC committees shall be merged into a single body charged with oversight and management responsibilities for distance learning in the Oregon community colleges. This body shall continuously monitor Oregon, regional, and national distance learning developments. This body shall prepare an Oregon community colleges distance learning evaluation plan by February 1, 1998. Additional members may be added to this body to accomplish this task.

Conclusion 7

Finding: The Distance Learning Host/Provider Framework sets a number of associated distance learning activities in motion. To maintain strategic and operational integrity for this project and to continue taking "next steps", responsibility for future directions must be assigned to a person with the authority to develop and integrate them with other educational activities. A workplan must be developed to identify tasks and outline strategies.

Recommendation: The position of Director of Distance Education for the Oregon community colleges shall be extended through June 30, 1999, to coincide with the duration of the Distance Learning Host/Provider Framework. The Director shall be charged with developing a distance education work plan that includes development and implementation of the following:

- Faculty and staff development programs to provide necessary training for distance learning faculty and staff to improve their skills and knowledge of distance learning delivery theory, methods, and practice.

- A minimum of three degree or certificate programs in the Oregon community colleges for delivery statewide via the Distance Learning Host/Provider Framework during the 1998-1999 academic year.

Conclusion 8

Finding: In the distributed administrative environment of the Oregon community colleges without a common course registration system, cooperation between host and provider colleges for distance learning enrollments is essential. The dynamic nature of multiple host enrollments and provider constraints, management of the enrollment process is critical to successful delivery of distance learning coursework throughout Oregon.

Recommendation: A common registration system for distance learning enrollments shall be developed that meets the needs of both host and provider colleges.

Conclusion 9

Finding: Current federal financial aid policies and procedures do not readily facilitate the application for financial aid by distance learning students. In certain circumstances, distance learning students are precluded from financial aid funding. The distributed nature of distance learning enrollment further inhibits certification of financial aid eligibility under current guidelines.

Recommendation: In concert with other Oregon community colleges initiatives, a request to update and streamline Federal financial aid policies and procedures for financial aid-dependent students enrolled in Oregon community college distance learning courses and programs shall be developed and forwarded to the appropriate federal agency or agencies.

Summary Conclusion

Distance learning is not just another way of providing instructional programs and services for Oregonians. Distance learning provides additional options in responding to students' current and future educational needs. Emerging technologies and innovative methodologies help faculty and students develop distance learning strategies that transcend historical constraints of time, place, pace, and manner of learning. They provide educators with additional tools to develop comprehensive access, educational excellence, equity of opportunity, and responsiveness to educational needs.

All Oregonians will benefit as the Oregon community colleges explore these new distance learning opportunities, individually or in combination with traditional practices, to develop models of best practices that result in effective learning. The lack of local resources may inhibit an individual community college from undertaking such an exploration. Participating cooperatively with other colleges reduces the levels of risk and expense and leverages state expertise and resources in making instructional programs and services available throughout Oregon.

This plan outlines a cooperative operational framework and funding model for distance learning in which all Oregon community colleges may participate. Any college may participate as a host college, a provider college, or both. This plan defines resources, services, roles, and

responsibilities of host colleges, provider colleges, and the consortium as a whole. Based on those identified services, it creates an equitable funding model to support distance learning services supplied by host colleges and provider colleges.

This plan offers an opportunity to enhance relationships and expand cooperative agreements for the distribution of distance learning opportunities throughout the network of Oregon community colleges. While recognizing individual college autonomy, it provides incentives for the colleges to work together cooperatively, rather than against each other competitively, to benefit all Oregonians.

ENDORSEMENTS

We, the undersigned, endorse and adopt the Strategic Plan of the Oregon Community Colleges for Distance Learning as our plan for establishing a ***common vision***, defining ***strategic directions***, and identifying ***implementation strategies*** for ***the coordinated delivery of distance learning services*** throughout the network of Oregon community colleges:

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FOREWORD

In August, 1996, the Presidents of Oregon's 17 community colleges and the Commissioner of Community College Services formed a coalition for statewide leadership and coordination of distance learning. The Strategic Plan of the Oregon Community Colleges for Distance Learning (SPOCCDL) is the response to their charge to develop a comprehensive strategic plan and operational framework for statewide collaboration in delivering community college distance learning programs and services throughout Oregon that:

- Creates a global distance learning vision for the Oregon community colleges (OCC)
- Develops a logistical plan of cooperation and collaboration for the network of OCC
- Provides access to quality higher education for all Oregonians
- Positions Oregon as a leader in community college distance learning
- Participates with the Oregon State System of Higher Education (OSSHE) in the development of a distance learning partnership
- Develops an Oregon community colleges distance learning degree
- Maintains and strengthens the community colleges' mission of delivering lower division collegiate courses throughout Oregon
- Enhances Oregon's ability to attract grant funding
- Enhances efforts to market opportunities for community college education

The SPOCCDL Planning Advisory Committee was created to assist in developing the plan. Members represent faculty, student services, library, instructional support, student, and administrative interests. They reflect both statewide and local community college perspectives.

ACKNOWLEDGEMENTS

This plan represents the considerable efforts of a number of dedicated people. The willingness of advisory committee members to address and resolve complex evolving distance learning issues is testimony to their commitment to producing a workable agreement to benefit all Oregonians. The cornerstones for successful achievement of that objective are the sensitivities, insights, and experiences they so generously shared. The support team, too, provided invaluable contributions to completion of the plan. Alan Howard's ability to capture emerging concepts and translate them into clear, articulate statements helped focus committee efforts. His expertise and experiences proved to be very valuable in moving the plan forward. Ann Launstein's expertise in translating meeting minutes and plan components to Web documents was of significant benefit in publishing project progress and communicating with stakeholder groups. Her coordination and calculation of distance learning enrollments helped define the scope of Oregon's distance learning effort. Mike Cannon's experiences in developing and conducting distance learning courses established the groundwork for planned curriculum and faculty development projects.

INTRODUCTION

Purpose

The purpose of the Strategic Plan of the Oregon Community Colleges for Distance Learning (SPOCCDL) is to establish a ***common vision***, define ***strategic directions***, and identify ***implementation strategies*** for ***the coordinated delivery of distance learning services*** throughout the network of Oregon community colleges. An eighteen member SPOCCDL planning advisory committee composed of sixteen representatives from the colleges, a member from Office of Community College Services, and the Director of Distance Education for the Oregon community colleges was formed in November, 1996, to fulfill that purpose.

Context

Rapid technological developments throughout society are transforming the way we live and work, learn and play. Urban sprawl, congestion, compression of time and events in our daily lives, as well as rapidly emerging economic, demographic, and political changes have contributed further to changes in the greater society. Fundamental shifts to a "knowledge economy" based on the application of human know-how to everything we produce and how we produce it is sweeping the nation along this path. Information literacy and fluency skills are becoming necessary attributes for successful job-seekers in the technology-infused workplace that is materializing now and will expand in the next century.

In the "old economy" life was divided into a period of schooling followed by a life-long job. Schooling consisted of learning a competency -- leading to a trade or profession -- followed by a life-long job. Schooling was seen as a terminal process, to be completed and then left behind. The notion of "lifelong learning" was relatively unknown. In today's economy, continuous schooling, higher education, and training are essential ingredients to success in the rapidly developing information technology-based economy of the next millennium. Today's skilled worker needs to know how to use sophisticated tools, work in groups, access and apply information, and compete in the international marketplace.

Recent developments in technology have created a work environment where careers can span only a few years and new jobs are created on a daily basis. Ten percent of the work force changes their career every year according to Robert W. Tucker in "Distance Learning Programs: Models and Alternatives", ***Syllabus, Vol. 9, #3*** (1, p. 42). According to Don Tapscott in ***The Digital Economy,*** "almost 60% of all American workers are knowledge workers and 8 of 10 new jobs are in information-intensive sectors of the economy" (2, p. 7). Tapscott observes, further, that our changing society requires "a far-reaching rethinking of education and, more broadly, learning and the relationship between working, learning, and daily life as a consumer" (3, p. 197).

More learners with a wider range of educational goals and learning styles are seeking entrance to community colleges every year. Growing numbers of an increasingly diverse student clientele, including high school graduates, immigrants, workers, and adults are all seeking access to higher education. Most students are enrolled part-time and a majority of the part-time students are

place-bound and time-bound adults who need accessible and effective ways to obtain access to educational opportunities and resources through technology. They see technology sweeping across society. Many use it in their place of work and have it in their homes and, consequently, expect the same capabilities for their educational goals and objectives.

Not only are students changing, the workplace is changing. A growing number of jobs require education and training beyond high school and employers are beginning to expect job applicants to be skilled, trained, and literate. National estimates for retraining of the existing workforce suggest that a majority of current workers will need some form of retraining over the next five to ten years.

Without doubt, sweeping societal changes necessitate substantial attention to the ways higher education is accessed, delivered, and managed. This is no less true for the state of Oregon.

Problem Statement

Demand for access to higher education and training from an increasingly pluralistic and changing student base is increasing rapidly across the nation. Fueled by expanding global economic competition, rapid technology growth throughout society, and an awareness by students, workers, and employers alike of the need for employees, both presently employed and future workers, to obtain higher education and skill levels in order to compete for jobs in the new economy, a premium is being placed on higher education and training as society transitions into the next century.

Many of the nation's citizenry are unable to attend traditionally structured on-campus classes due to time and place constraints from work, social, and family obligations. Long distance commutes and congested traffic systems further inhibit student migrations to centralized college campuses.

In order to address the issue of providing increased access to higher education opportunities, resources, and support services for more students, distance learning, the delivery of educational contents and services to remote learners via non-traditional methods, is growing in importance as an alternative to traditional, on-campus course and program offerings. No longer a marginal part of higher education, distance learning is becoming a mainstream form of delivery with interest literally exploding on campuses across the nation.

Likewise, in Oregon, growing numbers of the state's population are increasingly unable to attend traditional, on-campus classes in their search for access to higher education opportunities and resources necessary to achieve their educational, career, and economic goals and objectives. A large segment of Oregonians are unable to obtain needed higher education because of barriers that exist in accessing the traditional teaching/learning environments of the state's colleges and universities. Many members of the state's population live more than 50 miles from a community college, state college, or university. Included in this segment of the population are those with disabilities that preclude them from being able to access a traditional classroom setting, as well as many employed workers who are unable to regularly attend campus-based daytime or evening classes because of work schedules. Single parents, too, often do not have a schedule that allows them opportunity to attend traditional on-campus classes.

Don Doucette, former Associate Director of the League for Innovation in the Community College, writes in J. Lever's ***Distance Education Resource Guide***, (7, p. viii), that distance learning is inevitable because the model can be used not only to meet increased demand for higher education and training, but it can do so at reduced unit cost. As more and more students with multiple life- and work-responsibilities that prevent them from attending traditional on-campus courses and programs of study seek access to educational opportunities, more and more community colleges will engage in distance learning to meet the growing needs of an increasingly education-oriented populace.

Key advancements in the technology required to deliver education at a distance is in place, the economics look attractive, and the ability to serve more students and find new markets is likely, according to Steve W. Gilbert, Director of AAHE Technology Projects in, "Why Distance Education", (4, p. 1).

Almost all formal definitions of the term "distance learning" include the concept of time- and space-independent teaching and learning. More recently, definitions of the term incorporate the notion of ***employing information technology, interactive video, and computer networks to enable asynchronous student/teacher interaction***. The SPOCCDL Planning Advisory Committee defines ***distance learning*** as:

> The process of facilitating teaching and learning through a wide variety of methods and linkages including a full range of student support services appropriate to the learning environment in which the learner and provider are separated by time and/or place in order to provide expanded student access, improved instructional quality, and increased effectiveness.

Consistent with this definition, various Oregon community colleges have collaborated and been involved in developing distance learning applications since the late 1970s. Distance learning applications in the Oregon community colleges have grown to provide a wide range of curriculum innovations that have been implemented for the delivery of educational opportunities and resources to distant learners. Some technologies are not available at all colleges and some colleges have only limited experience in the use of distance learning applications. Others have technology, expertise, and experience and are effectively utilizing their distance learning resources to engage in the development of further distance learning applications and systems.

Mission and Values

The founding concept of the community college mission is embedded in "Higher Education for American Democracy: A Report of the President's Commission on Higher Education" that appears in Arthur Levine's ***Handbook on Undergraduate Curriculum,*** (5, pp. 620-621):

> Higher education in America should include a variety of institutional forms and educational programs, so that at whatever point any student leaves school, he will be fitted, within the limits of his mental capacity and educational level, for an abundant and productive life as a person, as a worker, and as a citizen . . . Whatever form the community college takes, its purpose is educational service to the entire community, and this purpose requires of it a variety of functions and programs. It will provide college education for the youth of the community certainly, so as to remove geographic and economic barriers to educational opportunity and discover and develop individual talents at low cost and easy access. But in addition, the community college will serve as an active center of adult education. It will attempt to meet the total post-high school needs of its community.

Fulfilling that mission in light of increasing economic, political, and social pressures is a challenge confronting the Oregon community colleges as they transition into the next century. While it is imperative that they move forward to meet future challenges and opportunities, it is also imperative that corresponding policies and actions continue to reflect the values and support the missions of the Oregon community colleges.

The cornerstone values that guide the Strategic Plan of the Oregon Community Colleges for Distance Learning in fulfilling its missions are: ***open access, educational excellence, equity of opportunity, and responsiveness to educational needs***. Of these, ***open access*** is the fundamental value that bonds the Oregon community colleges with the communities they serve. It reduces educational, social, and economic barriers to higher education for increasingly diverse, nontraditional student populations including the economically disadvantaged, incarcerated, returning students, underprepared students, accelerated learners, racial and ethnic minorities, persons with disabilities, placebound adults, traditionally undereducated employees, limited English-speaking populations, and a multitude of others who have been unable to translate the opportunities available to them into improved and enriched lives. Students are taken from where they are in terms of academic ability and skills and given opportunities to achieve their educational goals. Community college instructional programs provide students with the breadth of experience and depth of expertise to succeed in their chosen fields.

Emerging technologies and learning practices extend and expand opportunities to meet the educational needs of unserved or underserved populations. They empower students by permitting greater access to information, by increasing the variety of learning options, and by granting students greater control over the pace and manner of learning. Distance learning is one important way for the Oregon community colleges to keep the "open door" open and remain relevant, responsive, accessible, and affordable.

The Strategic Plan of the Oregon Community Colleges for Distance Learning is founded on fundamental values. They guide the Committee in planning for comprehensive access for all Oregonians to low-cost, quality educational opportunities that surmount time and place barriers. Chief among these values are:

- Learning is an important lifelong process for an abundant and productive life as a person, as a worker, and as a citizen
- Distance education can be a vehicle for institutions to remain innovative and flexible in meeting the diverse learning styles and circumstances of lifelong learners
- Distance education can be an effective means of teaching and learning
- Distance learning environments integrate instruction, instructional support services, and student services to foster student success
- Relevant and affordable public access to quality community college programs and services is key to reducing social and economic barriers to higher education
- Distance education planning, coordination, and evaluation involve key stakeholders
- Time, place, and delivery format should not restrict potential students from achieving their educational goals
- Individual colleges are responsible for local control and decision-making for programs and services
- Collaboration between and within college constituencies -- faculty, students, business and industry and other educational partners -- leverages expertise and experiences and distributes costs over a broader base to achieve economies of scale
- Student diversities collectively enrich learning and community building
- Learner autonomy and self-directed learning are recognized and supported
- Interpersonal communications and interactions are key to building learning communities

By developing this plan, the Oregon community colleges collectively assert their leadership in building Oregon's communities by establishing a network of interdependent colleges linked by a common purpose, yet maintaining a local focus that provides relevant and valuable education and training to improve the quality of life and the future prospects of all Oregonians.

Distance Learning Vision

It is the vision of the Strategic Plan of the Oregon Community Colleges for Distance Learning to strengthen the partnership among Oregon's community colleges that puts Oregon on the forefront of distance learning by providing to all of its citizens. The advisory committee developed the following "vision" statement to guide the development of the plan:

> To foster effective learning that surmounts time, place, and pace barriers by providing *comprehensive access, educational excellence, equity of opportunity, and responsiveness to educational needs* for all Oregonians through collaborative partnerships among Oregon's community colleges for the development of distance learning policies, implementation of cooperative distance learning procedures, and delivery of community college instructional programs and services that combine the best technology practices with the best teaching and learning practices.

Implicit in the vision statement are the following guiding principles:

- Easy access to all Oregon community college distance learning offerings
- A central clearing-house for information about distance learning programs of study, courses, and student support services offered by the Oregon community colleges
- A variety of learning options that reflects the diversity in student learning styles and life styles
- A collaborative, needs-based effort in curriculum development that strengthens Oregon's role in delivering coherent, quality education offerings, including: the Associate of Arts -- Oregon Transfer (AA-OT), selected professional technical programs, lower division collegiate courses, business and industry training, and other professional development opportunities
- Integration of best technology practices with best teaching and learning practices
- Coordinated delivery of comprehensive student services including academic advising and counseling, placement testing, financial aid, assessment of prior learning, registration, collection of tuition and fees, library services, technical support, and support services for persons with disabilities.
- A statewide, user-transparent infrastructure that supports a variety of distance learning technologies, leverages state and local resources, maximizes benefits, and minimizes costs

It is also the vision of this plan to provide for collaboration among the Oregon community colleges for cooperative development of distance learning policies and procedures that provide:

- A simple funding model that provides equitable reimbursement to all partners for delivered distance learning programs and services

- A resource pool for statewide development of faculty, curriculum, and technology for distance learning offerings

- An aggressive marketing effort to attract external funding by highlighting this partnership among the Oregon Community Colleges

- Partnerships with private-sector and public-sector organizations and agencies to increase access to, quality of, and effectiveness of distance learning programs, courses, and student support services offered by the Oregon community colleges

DISTANCE LEARNING

Background

Distance learning has been employed as an alternative to traditional, campus-based, classroom instruction for over a century. Dating back to the middle 1800s, instructional content and student responses were delivered by the postal system. Commonly known as "correspondence courses", many citizens located in rural or remote geographical locations were able to access educational offerings that would have otherwise been unavailable. Over the years the format and structure of these early correspondence-based distance learning applications changed with the advent of new technologies that were capable of reducing turn-around time as well as increase interactivity for both students and teachers. Audio and video resources such as film, cassette tape, radio, and television slowly augmented or replaced the original correspondence course formats.

By the late 1960s and early 1970s significant changes in distance learning occurred due to development of new media technologies and delivery systems. Historically, the Articulated Instructional Media (AIM) Project at the University of Wisconsin and the British Open University proved to be the two most critical of all the distance learning developments of the period, according to Moore and Kearsley (10, p. 25).

The purpose of the AIM project was to create methods of integrating various communications technologies for delivering teaching, counseling, interactive study groups, and other resources to off-campus students by a team of specialists. The landmark idea tested by the AIM project was that self-directed learners could benefit from the strengths of multiple modes of content presentation and interaction alternatives when compared to the more traditional correspondence format.

Although AIM represented a significant milestone in the history of distance learning, it suffered from three fatal flaws: no control over its faculty and curriculum, lacked control over its funds, and had no control over academic credits and degrees for its students, according to Charles Wedemeyer (6, p. 23).

Keeping in mind the problems of the AIM project, British educational policy makers, established the British Open University (BOU) in 1969 as a fully autonomous, degree-granting institution. As a result of the success of the BOU, it has become a model for the development of similar distance learning institutions around the world.

As a result of successes in orbital satellite communications that began in 1965, increasing levels of experimentation with transmitting educational programs via satellite by colleges and universities occurred. One of the first was the University of Alaska. The Pan-Pacific Education and Communications Experiments by Satellite at the University of Hawaii also began operation and the University of Nebraska provided the model for one of the first consortia, the University of Mid-America, formed by nine Midwestern universities for the purpose of producing distance learning courses for any and all students in the consortium.

In 1982 the National University Teleconferencing Network (NUTN) was begun at the Oklahoma State University for the purpose of delivering distance learning. Forty other institutions participated and agreed to work together to plan and deliver educational programs by satellite. Ultimately, the NUTN was established with membership from 66 universities and the Smithsonian Institution and based at Oklahoma State University. In 1994 it moved to a new site located at the Old Dominion University. Success of the NUTN was due to the flexible structure and local autonomy among the members that it provided. The notion that all members supporting a single campus to develop sharable courses and programs could not only reduce costs but could serve more students proved viable. NUTN members found that the technology worked well and that other issues such as program quality, production costs, marketing, and faculty and administrative acceptance were the major challenges.

In 1985 a distance learning consortium of a different type developed in Colorado. The National Technological University (NTU) was established by 24 universities as an accredited university in its own right capable of offering graduate and continuing education courses in engineering and able to award its own degrees. Today 45 universities participate. Courses are uplinked to NTU by satellite from the originating university and then redistributed by satellite by NTU.

Present Status

The latter portion of the 1980s and into the 1990s have seen the founding and launching of numerous distance learning consortia across the nation with primary purpose to deliver distance learning via one-way video and two-way audio communication. Students at all sites see and hear instructors located at the central, originating site, but can only address them via audio communications. The participants cannot see each other but can hear each other. Increasingly, however, the delivery of educational content and student support services to learners across distance and time by colleges and universities is being accomplished not only through use of traditional distance learning technologies such as print, audio, video, radio, and television, but now also by use of newer digital technologies such as multimedia computers, e-mail, satellite links, telecommunication networks, the Internet, and the World Wide Web.

Computer and telecommunications technologies, and combinations of both, have begun to revolutionize distance learning delivery systems throughout higher education in America. As a result of the development of new technologies, including computer conferencing, the Internet, and two-way audio- and video-conferencing, distance learning delivery systems had evolved by the middle 1990s to a state of relative reliability, viability, and ease of use in colleges and universities, at home, and in the workplace. Expanded services in support of the learner and the learning environment heretofore impossible are now becoming routine throughout American higher education.

According to J. Lever, in ***Distance Education Resource Guide,*** (7, p. xvii), of the 618 community colleges across North America responding to a 1993 survey on distance learning practices, 313 indicated they currently had a distance learning program in place, with video, print, audio, and telephone conferencing representing the top four types of delivery media. From the same survey it was found that social science, business, humanities, English, and science were the most frequently offered distance learning courses in community colleges across the nation.

Trends

In a 1995 survey of current distance learning practices and technologies for Washington State community and technical colleges (8, p. 1-4), it was found that 30 of the 32 colleges engaged in distance learning offerings serving 25,735 headcount students. While the advent of new digital technologies is expanding the number and mode of distance learning delivery applications across the Washington community and technical college system, the majority of distance learning activity was reported to be in telecourses and correspondence classes. However, it is anticipated that more digital forms of distance learning will result from implementation of Washington State's recently adopted ***Educational Technology Initiative*** and ***Strategic Plan for Educational Technology, 1996-2001.***.

In 1995 the Colorado Electronic Community College was instituted to deliver associate degrees and certificates through telecommunications technology. Operation began in Fall, 1996. In collaboration with businesses and other partners, the Colorado Electronic Community College will offer a full range of general education transferable curriculum through television, telephone, the Internet, multimedia CD-ROM, video conferencing, and other present and future technology to Colorado as well as national audiences, facilitating access to higher education for every citizen.

Recognized national leaders in community college distance learning technology and delivery include Coast Community College, Dallas Community College, Kirkwood Community College, Miami-Dade Community College, Milwaukee Area Community College, and San Mateo Community College. Literally hundreds of other community colleges are developing or expanding distance learning capability on a continuing basis.

"Community colleges, not reluctant about experimenting with alternative methods of instruction that meet the needs of their constituents, are engaged in pioneering workable models that move learning out of the classroom to the learners," according to Don Doucette, in ***Syllabus*** (9, p 5).

Typically, today's distance learning application "takes the value and objectives of traditional courses and uses technologies of the Information Age to address the needs of a broader and more complex educational market", according to Henry Kelly in ***THE Journal***, Vol. 18:1 (11, pp. 60-64).

Today, second generation distance learning environments are beginning to emerge that are based entirely on the notion of providing education at a distance to anyone at anytime at anyplace. In effect, these new forms of distance education environments are "virtual" colleges and universities that intend to reach their students without a campus entirely by video, audio, fax, phone, Internet, and computer communication technologies.

An example of such a development is the Education Network of Maine (ENM) which delivers its courses primarily to remote learning centers and other sites via optical fibre connecting the University of Maine campuses to outlying areas.

Another example is the Western Governors University (WGU) adopted by the ten Western governors at the June 1996 Western Governors' Association meeting. The WGU has stated that it intends to: (1) expand access to higher education through electronic means and methods, (2) foster interstate and public-private cooperation in the use and development of advanced technology-based instructional materials, courseware, and programs, (3) assist in the removal of barriers of time and place that impede the free function of educational services, and (4) to establish a local WGU center in each participating state.

A further example of a "virtual" university is the Mind Extension University (ME/U). Labeled as the only basic cable television network in the country focused on distance education delivery, ME/U distributes courses and educational programs from about 20 participating colleges and universities. Eight undergraduate degree programs are offered plus three master's degree programs and a certificate program in education.

Other examples of "virtual" educational institutions are The International Community College formed by the League for Innovation in the Community College and Jones Education Networks, a subsidiary of Jones International, the privately funded Magellan University conceived by William Noyes, a long-time associate with the University of Arizona, and the Colorado Electronic Community College which has been formed from a partnership between the Colorado Community College and Occupational Education System and Jones Education Networks.

DISTANCE LEARNING IN THE OREGON COMMUNITY COLLEGES

Background

The Oregon Community College Telecommunications Consortium, (OCCTC) was formed in January, 1981, with support from the Oregon community college presidents, for coordination, group contract negotiation, and cost-sharing. Included in OCCTC's formation was the concept that the consortium would investigate and implement other telecommunications modes for use by persons, organizations, businesses, and agencies in the college districts. Also included in the formation was the understanding that all of the community college members of the consortium would participate on the basis of the greater good for the recipients of consortium and community college services and that no one school would leverage decisions exclusively to its own benefit.

Working relationships were established in 1981 with Oregon Public Broadcasting (OPB), in Portland and KSYS, the public television station in Medford. Telecourse licenses were purchased and courses were broadcast throughout the state. During the 1983-84 academic year, over 9,000 Oregonians took college credit classes over OPB, KSYS, and cable systems in various college districts. In 1986 the colleges began purchasing satellite receive systems and the college presidents placed telecommunications as a priority in their long-range planning. At this time the initial proposals to establish ED-NET were developed. Teleconferencing, recording courses from satellite links, and focused programming were becoming more prevalent.

The consortium members, through the years, have paid lower fees for membership with the Adult Learning Satellite Service (ALSS), Community College Satellite Network (CCSN), and the Instructional Telecommunications Consortium (ITC). The consortium changed its name in 1995 to the Oregon Community College Distance Education Consortium (OCCDEC) because the members realized that the name change more realistically identified the consortium activities. The constitution and by-laws of the consortium were also changed to reflect the name change as well as goals identified by the Oregon community college presidents.

Distance learning is in a strong state of flux with emphasis coming from ED-NET, the Internet, the Western Governors University, and educational opportunities being made available to the public by private and public sector entities. OCCDEC is situated to be a major player in providing distance learning opportunities for Oregon community college district patrons.

Present Status

The Oregon community colleges currently offer students a wide spectrum of learning options. Students and faculty have direct, convenient, and inexpensive access to a wealth of resources and information. Learning experiences are crafted by teams of specialists -- content experts, instructional designers, technology and media specialists, presentation specialists, etc. Working as a team, they blend the best and most appropriate resources into effective learning experiences for students. With the help of technical and operational support personnel, a number of technologies are employed to engage students in learning. The result is a rich, comprehensive, seamless learning environment for students.

Distance learning provides opportunities to enhance and enrich student learning. Current distance learning technology enables students to easily interact with colleagues and experts in foreign lands. Faculty can bring "just-in-time" education to the classroom through satellite transmissions. Art students can visit the Louvre in Paris through their desktop computers. Landlocked science students can explore marine ecologies. The World Wide Web can transport students to sensory experiences that reinforce learning. An American history class can visit the White House, a Civil War battlefield, or interact with Vietnam veterans online. Students can virtually dissect a human cadaver or explode an atom in science laboratories. Autobody repair students can experiment with airbrush painting on their computer screens. Mechanical technology students can access online automotive parts and instruction manuals. Personalized campus services can be extended to remote locations. Students can interact with each other and with faculty through a variety of convenient and appropriate technologies. A student who lives more than 100 miles from campus can conduct research through online library resources and track their progress in a class or toward a degree through online outreach centers.

Distance learning, through interactive television and the Internet, can also assist institutions in partnering with other organizations, colleges, business, and industry to provide relevant and current education and training. Place-bound and time-bound students can complete the same Associate of Arts (AA) degree or professional/technical program from a remote site that is available on a campus, and do so at a variety of colleges. Personal interaction with classmates, faculty, and staff can be made available through a variety of technologies, including electronic mail, voice mail, and video conferencing.

Distance learning allows the Oregon community colleges to extend, expand, and enrich access to quality educational programs and services. It is one of several tools used to create dynamic and relevant educational programs. Students exercise choices to match learning options with personal learning styles, abilities, and circumstances. The richness of options and flexibility of delivery inherent in distance learning make it an invaluable asset in helping students achieve their educational goals and objectives.

Oregon's community colleges have an existing distance learning program that includes telecourses, online courses, ED-NET courses, correspondence courses, videotaped courses, and two-way interactive video courses. The colleges also demonstrate successful examples of collaborative relationships, a technical and administrative infrastructure, and serves as many students across the state as a small community college. Reported distance learning activity in the Oregon community colleges for 1996-1997 (Summer 1996 through Spring 1997) reflect the scope and significance of community college involvement. Fifteen of Oregon's seventeen community colleges offered some form of distance learning activity during that four quarter time-span. As summarized by the table below, 19,217 students enrolled in 832 distance learning courses resulting in a total of 1,323.8 FTE.

Distance Learning Form	Number of Courses	Enrollment	FTE
Telecourses	375	11,813	841.5
Online Courses	217	4,202	231.2
ED-NET Courses	3	43	2.8
Correspondence Courses	13	254	16.5
Videotaped Courses	146	1,427	110.8
Interactive Video Courses	78	1,478	121.0
TOTAL	**832**	**19,217**	**1,323.8**

Modes and Technologies of Distance Learning

- ***Synchronous instruction***: Real time instruction, requiring that teacher and students be connected by some medium at the same time. The primary vehicle for this extended classroom is television, transmitted from a classroom or studio to another classroom or the student's home or office via cable, instructional television fixed service (ITFS), or satellite downlink. It may or may not include interactivity between students and teacher, or among students. Communications by students may be either through audio-only, or may include video. The most common forms of synchronous distance learning are site-based courses shared among institutions via ED-NET 1 (1-way video/2-way audio), and ED-NET 2 (2- way video and audio), and live teleclasses transmitted via cable and/or ITFS to college extension centers or to students at home.

- ***Asynchronous instruction***: Allows separation of instructors and students by time as well as space. Licensed telecourses transmitted via OPB, cable, ITFS, or video cassette to homes are the principle vehicle for distance learning in Oregon. Video taped teleclasses (locally developed telecourses) allow institutions to use their own faculty in distance learning to avoid recurring licensing fees. Online courses transmitted via conferencing system (First Class or Wildcat), or the World Wide Web are growing rapidly and are becoming the preferred medium for distance learning among some faculty. Correspondence/print-based courses are offered by Chemeketa. Multimedia delivery combining video, print, graphics and sound on computers is beginning to be adopted by faculty, leading to hybrid courses that combine media to more closely match content with the delivery system. This suggests the introduction of instructional design to more closely match content with appropriate delivery.

- ***Current technology infrastructure***: Fifteen of the Oregon community colleges operate ED-NET 1 satellite dishes, fourteen have Network 2 (interactive video) capabilities, while some others have on-site television production capabilities. Portland Community College, Treasure Valley Community College, and Blue Mountain Community College have extensive tape duplication facilities. A number of colleges operate educational access channels on their local access cable channel while several others operate ITFS broadcast facilities. Several have been awarded ITFS channels and are waiting for the system to be built. In the future all of the community colleges in the Willamette Valley will be connected via a multichannel ITFS network.

Degrees and Curricula Offered

- Blue Mountain/Treasure Valley jointly offer AA-OT via multiple distance education.
- Lane Community College offers the AA-OT degree via telecourses.
- Chemeketa Community College offers AA-OT, an Associate of Science (AS) in general studies via telecourses and online courses.
- Portland Community College offers AA-OT and Associate of Arts (AA) in General Business via a combination of telecourses and online courses.

Partnerships

Community College

- Inter-college non-credit instruction--primarily live videoconferences from Oregon ED-NET, PBS Adult Learning Service, and the Community College Satellite Network.
- Portland Community College and Chemeketa Community College serve as uplink/producers of video conferences for government and some private clients.
- OCCDEC - joint licensing of telecourses (all community colleges)
- Chemeketa Online - delivers online courses to Southwestern Oregon and Clatsop Community Colleges.
- Portland Community College - serves as the contract college for Tillamook and Columbia Gorge Community Colleges distance education courses.
- Chemeketa Community College - serves as the contract college for Oregon Coast Community College distance learning courses.
- Mount Hood/Rogue/Southwestern - cooperative delivery of Physical Therapist Assistant program.
- Linn-Benton/Chemeketa/Mt. Hood - cooperatively offer electrical/mechanical courses.
- Tillamook Bay - provides Oregon Coast Community College with telecourses.

Community Colleges and Higher Education

- Oregon WIN - a consortium of Linn-Benton and Lane Community Colleges and OSSHE institution ITFS license holders in the Willamette Valley create a valley-wide video network. In Portland ITFS users consortia are collaborating with an ITFS users group including Portland Public Schools, OCATE, OSSHE, PSU and others interested in participating in the valley-wide video network (see business partnerships with ATI).
- OSU Business One - a bachelors completion/community college link between Oregon State University and five pilot community colleges for distance delivery of the upper division portion of OSU business degree.
- Oregon Network for Education (ONE) - a joint community college/OSSHE/K-12 effort to develop a single point of contact for Oregon distance education.
- Eastern Oregon University - cooperative arrangement with Blue Mountain and Treasure Valley Community Colleges for completion of the EOU business degree.
- Rogue Community College and Southern Oregon University- reciprocal agreement to offer upper division/lower division courses.

Corporate Partners

- Oregon ED-NET - provides two way video and one way video-two way audio videoconferencing for all (except two) of the community colleges in Oregon. ED-NET also provides support for the FirstClass conferencing system as a platform for online instruction used by several of the community colleges. A major part of the mandate for ED-NET has been to provide telecommunications services for education.
- Oregon Public Broadcasting and the community colleges had a long telecourse relationship. It is now lapsed, but efforts to redefine the relationship are underway.
- ATI Wireless Cable - holds licenses for ITFS wireless television throughout the Willamette Valley and central Oregon. ATI broadcasts the 2 Portland Community College channels and will be building a system to serve the area from Salem to Eugene. ATI has demonstrated its willingness to support joint education efforts.
- Many colleges have relationships with local cable companies and franchise authorities for cable access channels.

Industry/Community College

- Intel partners with three community colleges in Oregon and one in Washington for distance course delivery in microelectronics.
- General Motors partners with PCC and community colleges in Idaho, Washington and Alaska for distance delivery of automotive training.
- Portland and Chemeketa Community Colleges deliver classes to business sites via ITFS.
- Linn-Benton Community College offers distance education courses to Hewlett-Packard.

POLICY-RELATED ISSUES AND CONSIDERATIONS

Distance Learning Host/Provider College Framework

Purpose

The purpose of the Distance Learning Host/Provider Framework is to establish a general consortium partnership for the development and delivery of distance learning courses to community college students throughout Oregon. It outlines a funding/operational model for college participation as a ***host*** college, a ***provider*** college, or both. It provides an equitable mechanism to fund distance learning services supplied by ***host*** colleges as well as distance learning course development and operations supplied by ***provider*** colleges.

Host/Provider Framework Definitions

Host colleges and ***provider*** colleges will operate under the provisions of the Distance Learning Resources, Services, Roles, and Responsibilities section that follows this section. A qualifying course under this agreement is defined as a distance learning course from a ***provider*** college offered for ***host*** college enrollment. A ***host college*** is defined as a college that enters into an operational agreement to offer provider-developed courseware as part of, or in support of, the ***host*** college's curriculum. A ***provider college*** is defined as a college that funds development and delivery of distance learning courseware made available to ***host*** colleges.

Host colleges may, at their discretion, select all courses or any subset of courses offered by a ***provider*** college. ***Host*** colleges may, at their discretion, select courses from one or more ***provider*** colleges. ***Provider*** colleges and ***host*** colleges will both receive equitable reimbursement commensurate with the Distance Learning Resources, Services, Roles, and Responsibilities identified in this plan.

Benefits to Students

- Greater diversity of learning options
- Broader access to a wider range of courses/programs
- Better instructional support through host colleges
- Potential reduction in time to completion of degrees/programs
- Better tracking for residency/financial aid/degree & program completion

Benefits to Host Colleges

- Better services to students
- Costs recovered for services rendered
- Minimal "upfront" costs
- Enriched/expanded curriculum opportunities
- Course/program development cost savings
- Entry point for OCC distance education courses
- Scaleable and selective participation
- Marketability/public relations potential
- Retain links to local students enrolling in remote classes

Benefits to Provider Colleges

- Financial incentive for development of distance education courses
- Recovery of distance education infrastructure/operational expenses
- Supports faculty in transforming teaching and learning
- Establishes a competitive advantage vis-à-vis private or out-of-state organizations

Benefits to the State

- Minimal investment required
- Rewards results
- Requires no additional administrative structure
- Leverages existing resources and expertise

Distance Learning Resources, Services, Roles, and Responsibilities

The purpose of the Distance Learning Resources, Services, Roles, and Responsibilities is to define operational relationships between ***host***, ***provider***, and ***consortium*** units that support statewide access to Oregon community college distance learning courses, degrees, and programs. Required resources, roles, and responsibilities are defined for three interconnected levels of support: ***Consortium***, ***host colleges***, and ***provider colleges***. The ***consortium*** is defined as those elements necessary to support inter-college distance learning activities for all community colleges, both ***host*** and ***provider***.

Consortium Roles and Responsibilities

To support distance learning on behalf of all colleges participating in the Distance Learning Host/Provider Framework, the ***consortium*** shall:

- provide inter-college distance learning coordination.
- provide general information to current/prospective distance learning students.
- provide statewide distance learning marketing assistance.
- provide a toll-free voice telephone line for distance learning inquiries.
- develop and distribute information on distance learning services and resources.
- assist colleges with enrollment and income distributions.

Host College Roles and Responsibilities

As a condition of participation in the Distance Learning Host/Provider Framework, ***host*** colleges shall:

- designate an intra-college distance learning coordinator.
- designate a campus contact for student inquiries.
- provide test proctoring.
- identify technical support options for students.
- provide a dissemination site for distance learning information and support materials (e.g., brochures, manuals, etc.).
- provide internal and external marketing assistance.
- distribute information on local distance learning services and resources (e.g., Internet Service Providers).

- provide at least one "distance learning information/demonstration workstation" at each Oregon community college learning center to inform and orient students to distance learning opportunities and options. Each center consists of an Internet-accessible multimedia computer with appropriate peripheral devices.
- cooperate with ***provider*** colleges for library services and library support for distance learning students.
- cooperate with ***provider*** college to track enrollment, assessment, admission, financial aid, and registration practices for distance learning students.
- coordinate with ***provider*** colleges for reasonable ADA accommodations.
- coordinate distance learning enrollment and financial data with ***provider*** colleges.
- coordinate with ***provider*** colleges to distribute textbooks and learning materials distance learning students.

Provider College Roles and Responsibilities

As a condition of participation in the Distance Learning Host/Provider Framework, ***provider*** colleges shall:

- designate a distance learning point of contact for ***host*** colleges.
- deliver a course of instruction that complies with governing accreditation standards.
- provide a qualified instructor who is skilled in both subject content and distance learning methodologies.
- develop a projected yearly schedule in a timely manner for ***host*** colleges.
- develop a finalized term class schedule in a timely manner for ***host*** colleges.
- be a point of contact for ***host*** colleges for course-related textbooks and materials.
- prepare a "Learning Framework Statement" for each distance learning course to inform students about:

  The Course: Course description, purpose, prerequisites, required and optional materials, instructor information, measurable learning outcomes, guiding principles and assumptions about learning, learning strategies and activities, and student self assessment in a distance learning course.

  The Distance Learning Environment: Overview of distance learning, best learning practices, communication/interaction with classmates and the instructor, course policies.

  Technology Requirements/Options: Required computing hardware, software, access/connectivity levels, technical support sources.

  Roles and Responsibilities: Instructor, student, ***provider*** college, ***host*** college.

  Evaluation Procedures: Learning assessment, course assessment, grading policy.

- provide tests with appropriate instruction to ***host*** colleges.
- provide ***host*** colleges with technical specifications and support information required for course access.
- distribute distance learning information and support materials to ***host*** college.
- provide ***host*** colleges with distance learning course promotional material.
- cooperate with ***host*** colleges for library services and library support for distance learning students.
- cooperate with ***host*** colleges to track enrollment, assessment, admission, and registration practices for distance learning students.
- coordinate with ***host*** colleges for reasonable ADA accommodations.
- provide final course grades to ***host*** colleges in a timely fashion.
- coordinate enrollment and financial data with ***host*** colleges.

Instructional Considerations

Oregon community college distance learning programs should meet comparable standards of educational quality as other Oregon community college programs and should result in learning outcomes appropriate to the rigor and breadth of the degree/certificate awarded. Specifically,

- All distance learning courses should be competency-based and include clear, measurable learning outcomes.
- All distance learning courses and programs should be coherent, comprehensive, and developed with appropriate discipline and pedagogical rationale.
- Each distance learning program should provide for significant interaction between students and faculty and among students, whether real-time or delayed.
- Institutions must ensure that existing programs, when exported to distant sites, maintain integrity through providing security measures, determining the appropriateness of the technology used in delivering the course, evaluating course learning outcomes, and student and faculty satisfaction.
- Institutions should ensure that appropriate evaluation procedures are in place, that faculty include distance learning students in regular course evaluations, and that data from evaluations are reviewed and used to make course and program improvements.
- Qualified faculty in both subject matter and distance learning delivery systems should provide appropriate oversight for distance learning programs.
- The institution should provide appropriate faculty support services and training specifically related to delivery of distance learning offerings.

Within the framework of this plan, a number of instructional considerations and/or issues fall within the area of responsibility of the ***provider*** college for the course or program. These include:

- Faculty intellectual property rights
- Compliance with copyright law
- Course development in outcomes-based format
- Course evaluation and quality measurements
- Determination of the appropriate delivery technology and methods for distance learning offerings
- Establishment of prerequisite skills and/or coursework

Instructional issues that fall within the purview of the ***host*** college using the distance learning course or program, while maintaining local control, include:

- Interpretation and enforcement of prerequisite requirements for distance learning courses
- Determination of student placement in distance learning courses
- Determination of distance learning curriculum to be offered
- Support for campus-based instructional technology utilized for distance learning offerings
- Support for tutoring and instructional support services related to distance learning offerings

Instructional issues that are the responsibility of the Oregon community college ***general consortium*** and/or jointly between participating ***host*** and ***provider*** colleges include:

- Academic Calendar
- Performance evaluation of distance learning faculty, students, courses, and programs
- Access to instructional materials and library services
- Articulation and common course numbering
- Test security and proxy enrollment control

Student and Instructional Services Considerations

Oregon community college distance learning students should be provided access to a full range of student and instructional services. Student and instructional services should be delivered in a clear and understandable format. Students must receive complete and timely information on programs, degree requirements, institutional processes and procedures. Institutions engaged in the delivery of distance learning should be able to track student registrations, record student progress, and abide by institutional, state, and federal rules, regulations, and laws. In the Oregon community college distance learning host/provider framework, the ***host*** college has primary responsibility for establishing and monitoring administrative policies and procedures, as well as offering student and instructional support services, while the ***provider*** college has primary responsibility for course development, and delivery of instruction, assessment of student progress, and grading.

In order to facilitate distance learning services to students, lines of responsibility between ***host*** and ***provider*** colleges should be clearly delineated. It should be made clear to distance learning students that the ***host*** college is responsible for student services. The student should be aware that policies, procedures, and requirements of the host college, not the provider college, are in force for all distance learning courses taken.

Student and instructional services that are the responsibility of the ***host*** college include:

Admissions and Records Tasks

- Course prerequisites, assessment, and placement
- Residency, underage enrollment determination
- Fee collection and transcript reporting
- Academic progress monitoring
- Financial aid, veterans, student loan verification
- Credentialing and degree awards

Financial Aid Tasks

- Financial Aid application processing and assistance
- Record keeping for attendance verification and satisfactory progress monitoring
- Disbursement of Financial Aid funds to eligible distance learning students
- Coordination of consortium agreements that might be in force between colleges

Counseling and Advising

- Advise students on educational courses, programs, certificates, and degrees
- Provide clear and consistent information on educational options and processes
- Provide a single point of contact providing confidential, comprehensive assistance to students for identification of educational options, progress monitoring, and guidance for achievement of educational goals

Services for Students with Disabilities

- Documentation and screening of students who request ADA accommodations
- Identification and establishment of reasonable accommodations to be provided to students with disabilities
- Purchase and maintenance of adaptive equipment determined to be reasonable accommodations needed for students with disabilities
- Determination of ADA accessibility of instructional sites

Library Services

Quality instructional programs demand good library services to learners. As distance education offerings among Oregon community colleges increase, this level of appropriate library service must be provided for distance learners as well. While electronic resources, online public access catalogs, and Internet connectivity assist with library resource sharing and help in providing library services to students at a distance, a spirit of cooperation between community college libraries and concerns for service to distance learners are also important elements for success. Fortunately Oregon community college libraries have a shared history of attention to both of these elements. Current cooperative activities and services are:

- Interlibrary loan service between all college libraries
- Document delivery services via mail, fax and courier services
- Web access through college websites to many of the college library public access catalogs and other electronic resources.
- Reciprocal borrowing agreements between many of the college libraries for direct student and faculty loans
- Long standing collection development agreements between some of the college libraries to collect and make available unique resources

To implement a successful program of library services for distance learners each community college library will need to assess its current status and may need to expand and enhance its existing services and cooperative arrangements. As a minimum, each community college library should designate specific staff resources to serve distance learners, provide web access to their individual public access catalogs and establish a policy of reciprocal borrowing agreements where appropriate. Host college libraries should provide full student services and access to distance learners registered at their institution for distance courses or programs offered by provider community college. While all Oregon community college libraries have core collections that support the Oregon Transfer Degree, provider college libraries should be prepared to meet distance student needs for specifically assigned resources via interlibrary loan and user access to their electronic resources. Provider colleges offering unique classes, certificate or professional/technical degree programs must recognize the need to support their own libraries' ability to deliver unique resources to distance learners at host colleges. By focusing on cooperation and meeting distance learner needs for appropriate resources and services, Oregon community college libraries will provide the necessary information resource support for the statewide community college distance education program.

FINDINGS AND RECOMMENDATIONS

Finding 1: The Distance Learning Host/Provider Framework offers the potential of significant benefit for Oregonians. In moving forward broadly, in collaboration with the other community colleges, a number of issues remain only partially resolved. Upon full implementation, a number of issues are certain to surface. A trial period is necessary to gain experience and expertise with these issues and to permit time and opportunity to address and resolve them. The trial period will provide critical information toward the decision to make the Host/Provider Framework an ongoing effort of the Oregon community colleges.

A time frame coincident with a funding biennium is most appropriate for the trial. Given the possibility of external funding and the need to review initial revenue sharing assumptions, a review of the revenue sharing formula should be conducted midway through the two-year trial period. The formula should be adjusted, as necessary, for the duration of the trial period.

Recommendation 1: The Distance Learning Host/Provider Framework defined in this plan shall be implemented by the Oregon community colleges through the period ending June 30, 1999. A review of the funding formula shall be completed by June 30, 1998.

Finding 2: The success of Oregon community college distance learning depends to a large degree on the number of colleges participating as host colleges. The number and variety of learning opportunities increase as more colleges participate as provider colleges. Maximum benefit for all Oregonians is achieved when all colleges participate as both host colleges and provider colleges.

Recommendation 2: All Oregon community colleges shall be encouraged to become host colleges and as many colleges as possible shall be encouraged to become provider colleges.

Finding 3: Distribution of revenues generated by the Distance Learning Host/Provider Framework should be shared equitably by host colleges and provider colleges. That distribution should be based on efforts associated with identified responsibilities. Expectations of reasonable and fair treatment, along with the expectation (under current financial models) of recovering part of the actual costs, provides encouragement for colleges to participate in the Host/Provider Framework. A revenue-sharing, cost-sharing, invoicing model currently exists for the distribution of revenues within the Oregon community colleges. A distribution formula that distributes FTE revenues and tuition revenues on a shared basis is consistent with OCCURS.

FTE revenues and tuition revenues are not sufficient to fund curriculum development and faculty development necessary to support the Distance Learning Host/Provider Framework. Additional funding, such as identified state resources or fees charged to students, must be obtained to complement the operational funding model defined above.

Recommendation 3: FTE revenues and tuition revenues generated by the Distance Learning Host/Provider Framework shall be divided equally between host and provider colleges as determined by student enrollment. Common base FTE revenue and tuition revenue figures shall be used by all host and provider colleges. These common base numbers shall be determined annually by OCCS based on statewide average state-reimbursable FTE and average tuition figures (respectively). Based on 1996-1997 data, the statewide average tuition is computed to be $1,590 per FTE and the statewide average state-reimbursable revenue is computed to be $2,084 per FTE. These figures are updated by OCCS in December for the current academic year.

Finding 4: Through OCCDEC, the Oregon community colleges have a long and successful history of collaboration in monitoring distance learning activities and providing centralized support for all Oregon community colleges. Management support requirements of the Host/Provider Framework are consistent with OCCDEC's existing distance learning responsibilities and activities. Centralized management support in monitoring revenue distributions will be key for the success of the collaborative Distance Learning Host/Provider Framework. Current OCCDEC skills, experiences, and procedures will benefit future Oregon distance learning initiatives.

Recommendation 4: The merged OCCDEC/SPOCCDL distance learning oversight and monitoring body (see Recommendation 6) shall be charged with collection and monitoring of distance learning enrollment data based on existing OCCDEC practices. This merged body shall further be charged with providing management support for implementation of the Distance Learning Host/Provider Framework funding model.

Finding 5: Developing and delivering courses via distance learning format requires more than converting existing instructional materials to a distance delivery mode. Today most distance learning modalities are based on technologies, hence the costs of developing and delivering distance learning courses and programs are greater than costs for traditional means. Faculty development in the opportunities and mechanisms of distance learning course delivery is critical for effective learning. Current funding levels and allocation models are insufficient to foster innovation and development of distance learning opportunities for Oregonians. Additional funding is necessary to provide incentives that encourage provider colleges to develop courses and for host colleges to support distance learning courses.

Recommendation 5: The presidents of Oregon's community college shall seek on-going external funding to foster innovation in distance learning course development, delivery, and application.

Finding 6: OCCDEC and the SPOCCDL Advisory Committee are two bodies involved with distance learning in the Oregon community colleges. Both provide valuable functions. As the Distance Learning Host/Provider Framework is implemented, it is essential that a single focus for Oregon distance learning be established to provide a comprehensive oversight and support for associated activities. A unified body will be better able to address technical, organizational, logistical, and policy issues in a consistent comprehensive manner. A single body reduces the complexity of the committee structure overseeing distance learning in the Oregon community colleges and may provide some economy of scale. This body will also provide continuity for monitoring and assessment of state, national, and international distance learning developments and applications.

Recommendation 6: The SPOCCDL and OCCDEC committees shall be merged into a single body charged with oversight and management responsibilities for distance learning in the Oregon community colleges. This body shall continuously monitor Oregon, regional, and national distance learning developments. This body shall prepare an Oregon community colleges distance learning evaluation plan by February 1, 1998. Additional members may be added to this body to accomplish this task.

Finding 7: The Distance Learning Host/Provider Framework sets a number of associated distance learning activities in motion. To maintain strategic and operational integrity for this project and to continue taking "next steps", responsibility for future directions must be assigned to a person with the authority to develop and integrate them with other educational activities. A workplan must be developed to identify tasks and outline strategies.

Recommendation 7: The position of Director of Distance Education for the Oregon community colleges shall be extended through June 30, 1999, to coincide with the duration of the Distance Learning Host/Provider Framework. The Director shall be charged with developing a distance education work plan that includes development and implementation of the following:

- Faculty and staff development programs to provide necessary training for distance learning faculty and staff to improve their skills and knowledge of distance learning delivery theory, methods, and practice.

- A minimum of three degree or certificate programs in the Oregon community colleges for delivery statewide via the Distance Learning Host/Provider Framework during the 1998-1999 academic year.

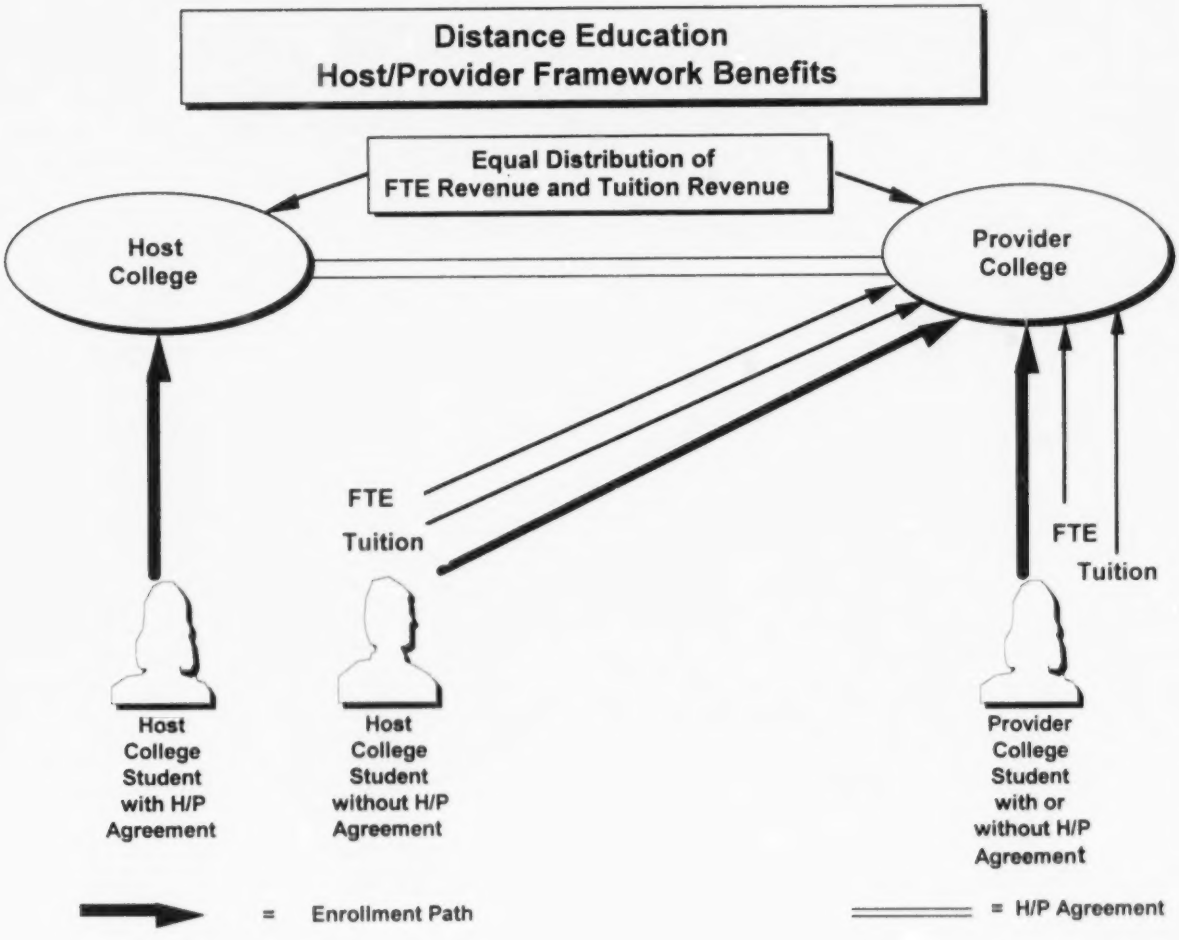
Finding 8: In the distributed administrative environment of the Oregon community colleges without a common course registration system, cooperation between host and provider colleges for distance learning enrollments is essential. The dynamic nature of multiple host enrollments and provider constraints, management of the enrollment process is critical to successful delivery of distance learning coursework throughout Oregon.

Recommendation 8: A common registration system for distance learning enrollments shall be developed that meets the needs of both host and provider colleges.

Finding 9: Current federal financial aid policies and procedures do not readily facilitate the application for financial aid by distance learning students. In certain circumstances, distance learning students are precluded from financial aid funding. The distributed nature of distance learning enrollment further inhibits certification of financial aid eligibility under current guidelines.

Recommendation 9: In concert with other Oregon community colleges initiatives, a request to update and streamline Federal financial aid policies and procedures for financial aid-dependent students enrolled in Oregon community college distance learning courses and programs shall be developed and forwarded to the appropriate federal agency or agencies.

APPENDICES


Distance Education
Host/Provider Framework Benefits
Equal Distribution of
FTE Revenue and Tuition Revenue
Host
College
Provider
College
FTE
Tuition
FTE
Tuition
Host
College
Student
with H/P
Agreement
Host
College
Student
without H/P
Agreement
Provider
College
Student
with or
without H/P
Agreement
= Enrollment Path
= H/P Agreement

Glossary

Asynchronous Instruction -- instruction in which interactions between instructor and students do not occur during fixed, common different times.

Audioconferencing -- a form of teleconferencing that uses voice communications, usually accomplished using standard telephone lines. When more than one person is in a single location, speakerphones or special audioconference equipment is employed.

Audiographics -- a form of teleconferencing that interconnects graphic display devices located at sites separated by distance permitting participants to view the same high resolution still-frame image at each site. Audiographics is usually used to enhance another form of teleconference, such as an audioconference, where joint viewing of high resolution images is important.

Computer Conferencing -- a form of teleconferencing that uses computer-to-computer connections as a means of time-independent information sharing and communication between participants. Files of information are exchanged electronically and electronic-mail is used for person-to-person or person-to-group communication

Correspondence Classes -- an implementation of distance learning in which class materials are print-based, but may be augmented with audio or video cassettes. Students work independently with little or no in-person contact between student and instructor. Communication between student and instructor is conducted by mail, FAX, or e-mail.

Distance Education System --the educational resources, processes, policies, and technologies that support remote learners who learn at a distance.

Distance Learning -- the process of facilitating the development of knowledge and skills through a wide variety of methods and linkages including a full-range of student support services appropriate to the learning environment in which the learner and provider are separated by time and/or place in order to provide expanded student access, improved instructional quality, and increased effectiveness.

Educational Technology -- electronic information and communication technologies that include: campus networks, multimedia computers, computer software, audio-, video-, and computer-conferencing systems, the Internet and World Wide Web, and other emerging information technologies applied to instruction, libraries, and student support processes.

Information Technology -- the application of technologies to the organization, manipulation and distribution of information.

Internet Service Provider (ISP) -- an organization that offers access to the Internet through dial-up or dedicated lines.

Instructional Television Fixed Service (ITFS) -- local (up to 25 mile radius and line-of-sight) one-way, over-the-air block of TV channels operating at microwave frequencies reserved for educational purposes.

Multimedia Teleconferencing -- a form of teleconferencing that uses multiple forms of teleconferencing together, such as a teleconference using two-way audio/videoconferencing and audiographics. The videoconference system provides audio and video while the audiographics provides high resolution still frame visuals

One-Way Videoconferencing -- a form of teleconferencing that delivers one-way motion-video from an origination site to single or multiple reception sites. It is used where persons at the origination site do not need to "see" participants at the reception sites. Receiving sites usually communicate with the origination by audioconference (voice) or facsimile.

Online Course -- a course in which students participate in class activities from off-campus sites, usually home or work, using a computer, modem, and voice-grade telephone line. Computers are the primary vehicle for the delivery of instructional materials and communication between students and the instructor.

Oregon ED-NET -- a network services provider that utilizes a mix of satellite, microwave, telephone, and cable television technologies.

Oregon Network for Education (ONE) -- a concept for technology collaboration between OSSHE and the community colleges to provide a single "point of access" to public credit and non-credit post-secondary educational opportunities in Oregon. It would provide "one stop" access to instructional support resources, financial aid, advising, assessment of prior learning, transcript evaluation, etc.

Participant College -- a college that contracts with a provider college/organization to offer provider-developed distance learning instruction or services.

Provider College/Organization -- a college or organization that designs, develops, and delivers distance learning instruction or services.

Synchronous Instruction -- "real time" instruction in which interactions between the instructor and students occur during fixed, common times.

Technology -- the body of computing, telecommunications, and microelectronics theory, processes, descriptions, terminology, and resources that serves the needs of humanity.

Teleclass -- an implementation of distance learning in which live class sessions are distributed through telecommunications technologies in real-time to students who are at a place different from that of the instructor(s).

Telecommunication -- facilitated communication between two distant points.

Teleconferencing -- an implementation of distance learning that uses electronic channels to facilitate interactive communication among groups of people at two or more locations. Teleconferencing is the generic term that refers to a variety of delivery methodologies.

Telecourse -- an implementation of distance learning that combines written materials, audio, and/or video materials (via cassette or other audio/video distribution systems) with instructor oversight through additional presentation, discussion or office meetings.

Two-Way Video-conferencing -- a form of teleconferencing similar in concept to audioconferencing. It permits point to point or multipoint interactive voice and motion-video communications through either analog or digital signal distribution systems. If digital , a Coder/Decoder (CODEC) "compresses" the data to fit the transmission system being used.

Principles of Good Practice

Principles of Good Practice for Electronically Offered Academic Degree and Certificate Programs developed by the Western Cooperative for Educational Telecommunications

PREAMBLE

These Principles are the product of a Western Cooperative for Educational Telecommunications project, ***Balancing Quality and Access: Reducing State Policy Barriers to Electronically Delivered Higher Education Programs***. The three-year project, supported by the U. S. Department of Education's Fund for the Improvement of Postsecondary Education, is designed to foster an interstate environment that encourages the electronic provision of quality higher education programs across state lines. The Principles have been developed by a group representing the Western states' higher education regulating agencies, higher education institutions, and the regional accrediting community.

Recognizing that the context for learning in our society is undergoing profound changes, those charged with developing the Principles have tried not to tie them to or compare them to traditional campus structures. The Principles are also designed to be sufficiently flexible that institutions offering a range of programs - from graduate degrees to certificates - will find them useful.

Several assumptions form the basis for these Principles:

- The electronically offered program is provided by or through an institution that is accredited by a nationally recognized accrediting body.
- The institution's programs holding specialized accreditation meet the same requirements when offered electronically.
- The "institution" may be a traditional higher education institution, a consortium of such institutions, or another type of organization or entity.
- These Principles address programs rather than individual courses.
- It is the institution's responsibility to review educational programs it provides via technology in terms of its own internally applied definitions of these Principles.

CURRICULUM AND INSTRUCTION

- Each program of study results in learning outcomes appropriate to the rigor and breadth of the degree or certificate awarded.
- An electronically offered degree or certificate program is coherent and complete.

- The program provides for appropriate real-time or delayed interaction between faculty and students and among students.

- Qualified faculty provide appropriate oversight of the program electronically offered.

INSTITUTIONAL CONTEXT AND COMMITMENT

Role and Mission

- The program is consistent with the institution's role and mission.

- Review and approval processes ensure the appropriateness of the technology being used to meet the program's objectives.

Faculty Support

- The program provides faculty support services specifically related to teaching via an electronic system.

- The program provides training for faculty who teach via the use of technology.

Resources for Learning

- The program ensures that appropriate learning resources are available to students.

Students and Student Services

- The program provides students with clear, complete, and timely information on the curriculum, course and degree requirements, nature of faculty/student interaction, assumptions about technological competence and skills, technical equipment requirements, availability of academic support services and financial aid resources, and costs and payment policies.

- Enrolled students have reasonable and adequate access to the range of student services appropriate to support their learning.

- Accepted students have the background, knowledge, and technical skills needed to undertake the program.

- Advertising, recruiting, and admissions materials clearly and accurately represent the program and the services available.

Commitment to Support

- Policies for faculty evaluation include appropriate consideration of teaching and scholarly activities related to electronically offered programs.

- The institution demonstrates a commitment to ongoing support, both financial and technical, and to continuation of the program for a period sufficient to enable students to complete a degree/certificate.

EVALUATION AND ASSESSMENT

- The institution evaluates the program's educational effectiveness, including assessments of student learning outcomes, student retention, and student and faculty satisfaction. Students have access to such program evaluation data.

- The institution provides for assessment and documentation of student achievement in each course and at completion of the program.

Implementation-Specific Guidelines

Host College Implementation-Specific Resources and Services Guidelines

Telecourses

1. Receive orientation material from Provider college and distribute.
2. Report enrollments at appropriate time (4th week) to Provider college
3. Provide means for faculty-student interaction
4. Provide students with video material access information
5. Provide distribution of video materials.

Video Courses

One way video, two way audio

1. Provide general oversight by trained staff
2. Provide room scheduling
3. Provide an in-room audio link (telephone, etc)
4. Provide technical operational support (video/audio linkup, etc)
5. Provide audio communication support staff for phone calls and faxes
6. Conduct user-operation orientation and training

Two way video, two way audio

1. Provide general oversight by trained staff
2. Provide room scheduling
3. Provide technical operational support (video/audio linkup, etc)
4. Conduct user-operation orientation and training

Taped

1. Provide for access to video materials

Online

1. Provide connectivity information/list of Internet Service Providers (ISP)/configurations
2. Provide hardware/software/resource requirements, recommendations, and options

Correspondence

Provider College Implementation-Specific Resources and Services Guidelines

Issues Applicable to Providers for any Distance Education Course

Provide for copyright compliance
Provide for licensing of copyright materials
Provide for scheduling communication infrastructure (e.g. ED-NET, ITFS, server, etc)
Provide responsibility for classroom management, discipline, and security

Telecourses

1. Provide orientation materials (e.g. print, video, etc) to Host college
2. Secure license for telecourse series through OCCDEC from producers; pay license fee and any required student fees
3. Provide means for faculty-student interaction (e.g. ED-NET, conference phone).
4. Provide student with video material access information
5. Provide distribution of video materials.

Video Courses

One way video, two way audio

1. Provide a standards based video and audio signal to host.
2. Provide room scheduling

Two way video, two way audio

1. Provide a standards based video and audio signal to host.
2. Provide room scheduling

Taped

1. Provide for access to video materials.

Online

1. Provide registered online student access to BBS and/or Web site. Local resource costs, such as computer costs, long distance toll charges, and Internet Provider charges are the responsibility of the student.
2. Provide course-related technical support via phone or e-mail.
3. Provide students with a course-related resource access handbook.

Correspondence

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